



BEHAVIOUR POLICY

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BASIC PRINCIPLES

This behaviour policy is based on the principle of mutual respect between all adults and children in the school. Parents too are expected to foster respect for the School and all it stands for. Also included in this is respect for the physical environment of and all equipment in the School.

- Children have a right to be cared for
- Teachers have a right to teach
- Children have a right to learn
- Children and Staff have a right to be safe
- Children and Staff have a right to be heard
- Everybody has a right to grow and to make mistakes

Along with these school 'rights' go obligations;

- Teachers have a duty to teach to the best of their ability
- Children have a duty to do their best in school
- Children have a duty to allow others to learn
- All adults have a duty to maintain a safe environment
- Everyone has a duty to help look after each other
- Everyone has a duty to listen
- Everyone has a duty to support and assist those who make mistakes

SCHOOL CODE

Our school encourages positive behaviour. Following this code will ensure we maintain a community, in which we can all thrive, work and learn. We aim to appreciate and respect each other and our environment.

- We all look after people and property in our school
- We all work to the best of our ability, so that everyone may learn
- We move around the school calmly and with care for other people, big and small
- We talk to each other with politeness and care
- We remember that the school is judged by our appearance and behaviour outside school. We dress tidily and appropriately according to the Dress Code, and we behave sensibly, safely and politely on all school trips and outings
- We are punctual for the beginning of the school day and for all lessons
- We share the task of caring for our environment, through cleaning and tidying
- We respect each other's differences and treat each other in a spirit of fairness
- We always put the safety of everyone first, and do not leave the school premises during school hours without prior arrangement between teacher and parent.

To help everyone remain safe, learn and work well, the following are not allowed:

- Fighting
- Swearing or being rude to people
- Play equipment or games that could endanger people or property in the playgrounds
- Climbing walls or trees on the school premises
- Playing in the bin area
- Running in the corridors or on the stairs
- Smoking is not allowed anywhere in the school building or grounds
- No alcohol or intoxicating substances may be consumed on the school premises

Pupils cannot bring the following to school:

- Sweets and fizzy or sugar based drinks
- Weapons (real or imitation), certain items may be allowed at the discretion of the Class Teacher
- Electrical equipment; mp3 players, video or computer game consoles, radios or mobile phones. If seen they will be confiscated and held in the school office until the end of the day.

BEHAVIOUR MANAGEMENT STRATEGIES

Strategy varies according to age of children and according to staff members involved. Strategies should aim to respect each teacher's individual approach to discipline while also supporting consistency and clarity across the school. Rudolf Steiner once remarked: "There are three effective ways of educating children – fear, ambition and love. We can do without the first two!"

1. Positive behaviour should be noticed, acknowledged and, if appropriate, rewarded clearly and positively. What constitutes good behaviour should be apparent and understood by children.
2. Sanctions for bad behaviour should be clear and meaningful. What constitutes bad behaviour must be apparent and understood by children.
3. In most situations, there must be ways for children to 'make up for' mistakes and bad behaviour.
4. In most situations, there should be opportunities for all members of the school to state what their difficulties are.
5. All teachers understand that it is appropriate for children's growth that they test the 'boundaries' of behaviour which it is the teachers' responsibility to set and maintain.
6. All teachers understand that disruption, boredom and fear may engender negative feelings in children which may lead to bad behaviour.

Additional information regarding strategies with which to approach unacceptable behaviour can be found in the Behaviour Policy Appendix.

APPROVAL & REVIEW

This policy has been approved by the Board of Trustees on 3rd March 2016

Policy review date:

February 2017

BEHAVIOUR CHART

Behaviour		Action Taken	Time Scale	Parents Advised
Stage 1	Unacceptable Behaviour	Advice & support sought from mentor and colleagues	1 – 2 weeks	Informal if necessary
	Persistently Poor Behaviour	Pedagogical – concerns , Strategies & child study	3 – 4 weeks	Discuss concerns with parents to gain a bigger picture
Stage 2	Continued Persistent Poor Behaviour	Education Mandate Group	½ Term	Meet and discuss with parents
	Class 4 and above	Class teacher to devise a programme of responsibilities to enforce positive behaviour	4-6 weeks	Meet with parents to advise of strategies and next stage
	Regular Review of Behaviour Targets in Agreed Fixed Term	Class Teacher to set up behaviour diary until targets reached	½ - 1 Term	Parents advised of programme and requested to sign diary weekly. Parents informed of seriousness of next stage.
Stage 3	If Progress towards target is not achieved the exclusion policy is implemented for a fixed period of exclusion	School Management Group invoke Fixed Period Exclusion	1 – 45 days in a year	Parents informed in writing and invited to meet Chairs of the School Management Group and the Education Mandate Group
	Permanent Exclusion	Decision made by the School Management Group and the Board of Trustees	Permanent	Parents informed in writing and invited to meet with the Chairs of the School Management Group and the Board of Trustees. Parents have a right of appeal

There are times where a child's behaviour can escalate and in the heat of the moment they find it difficult to bring themselves back to behave in an appropriate manner. In these circumstances the child may be asked to go home for a 'cooling off period'. This is **not** considered a temporary exclusion but more a recognition that a short period out of the class gives the child an opportunity to reflect on their behaviour. The Class Teacher along with a member of Education Mandate would approve such an action. The child would be sent home with an incident report explaining to the parent why this action was necessary.